**Protocols**

**Gallery Walk**

* Participants circulate and read comments and questions.

**Jigsaw** (Text Reading)

* Divide an article into parts and create a poster or visual with directions.
* Learning teams count off~ from three to four, with each taking a number that corresponds to part of the text reading.
* Each person reads a section and highlights big ideas. (Each will teach content to the learning team.)
* All is meet in one comer and talk about the big ideas. They are meeting in their "expert" group.
* After talking, they return to the main group with their knowledge. They then teach their learning team.
* After teaching, discuss the implications for the situation

**Most Important Point (l\lIP)** (Garmston & Wellman, 1999)

* Participants reflect on content or the most important point of a text.
* They share with trios or within their group.
* Ask for others to share their comments on the person’s MIP. (It will take more time)

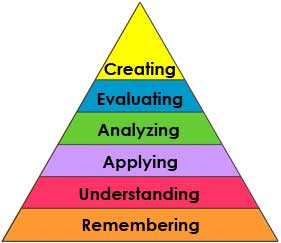
**Plus Delta** (Data Wise)

* On chart paper, white board, or electronically
* Ask: what went well? What should we change for the next time we meet?
* Provides opportunity for quick assessment, reminder, and readjustment of norms, meeting practices, protocols, etc.

**Three, Two, One**

Use as a check out and/or a method to summarize:

* Three big ideas you will bring back to your team
* Two key concepts you will apply
* One question you have



**Bloom’s Taxonomy**

**Jigsaw Assignments**

Introduction to Appendix A (top of p. 48) **EVERYONE**

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Definitions of 21st C. Core competencies (p. 48) **Mark, Scott**

**DEFINE:**

* Core knowledge
* Application of core knowledge
  + Analyze
  + Synthesize
  + Evaluate

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The Four Cs (top of p. 49) **Karen, Lesli**

**DEFINE:**

* critical thinking
* collaboration
* communication
* creativity

The Challenge (bottom of p. 49)

**SUMMARIZE THE CHALLENGE**

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Characteristics of a 21st C. Teaching and Learning Environment (p. 50) **Heather, Sheri**

**DEFINE**

* personalized learning (top of p. 50)
  + tailored individual learning
  + multiple intelligences
* use/role of technology (middle of p. 50)
* expanded definition of educator (bottom of p. 50 and top of p. 51)

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Characteristics of a 21st C. Teaching and Learning Environment cont (p. 51) **Matt, Pat**

**DEFINE**

* time and place of learning (p.51)
* summer learning loss
* team teaching
* experiential learning
* Structure for delivery of learning (middle of p. 51)
* interdisciplinary/integrated learning

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Characteristics of a 21st C. Teaching and Learning Environment continued (p. 51/52)

**Alex, Melanie, Steve**

**DEFINE**

* Measurement of learning (bottom of p. 51 and top of p. 52)
* formative assessment
* summative assessment
* authentic assessment

Organizing for 21st C. Learning (top of p. 52)

**DEFINE**

* flexibility and adaptability
* accountability

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Conclusion (middle of p. 52) **EVERYONE**

**Gallery Walk Groups**

As you walk and review the charts, ask yourself and discuss with your group mates what this means for you in your work for MCPS?

**Group 1 Group 2 Group 3**

Alex Steve Scott

Pat Heather Karen

Matt Lesli Melanie

Sheri Mark